

Test Coordinator's Guide



2006-2007

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| DMA Toolkit | www.sde.idaho.gov/instruct/statewidetest.htm | |
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IDAHO STATEWIDE TESTING PROGRAM 2006-07

Idaho Reading Indicator (IRI) – Grades K through three
Idaho Standards Achievement Test (ISAT) – Grades 2-9 and High School
Direct Mathematics Assessment (DMA) - Grades four, six, and eight
Direct Writing Assessment (DWA) - Grades five, seven, and nine

INTRODUCTION

The Idaho Reading Indicator (IRI) is the result of Idaho House Bill No. 176, Idaho Code 33-1614 enacted in the spring, 1999. The IRI is intended to be used both to help establish local curricular standards and materials as well as to provide direction for further assessment of individual children. It is not intended to be a complete diagnostic reading test; rather, the IRI should be used to determine which children in a classroom might have additional needs in the area of reading. It is to be administered three times each school year and take only ten minutes. The IRI assesses the skills that each child should have mastered at the time of testing and measures whether the child's skills are on grade level. The kindergarten assessment shall include reading readiness and phonological awareness. Grades one, two, and three shall test for fluency and accuracy of the student's reading. The administration of the IRI is to be done by individuals chosen by the district other than the regular classroom teacher.

The Idaho Standards Achievement Tests, for all students in grades two through nine and sophomores in high school. The ISAT assessment system will provide teachers, students, and parents with an accurate assessment of student progress in mastering basic skills in reading, language usage, and mathematics based on Idaho Standards. These assessments are a computer-form that adapts the level of question difficulty according to the ability level identified for each student. In an optimal test, the student answers approximately half of the items correctly and half incorrectly. The final score is an estimate of the student's achievement level and is reported by a RIT score. A RIT score is an equal-interval score with a range from 150 to 300 and may be used from year to year to follow a student's educational growth. The ISAT will be administered to students in the beginning of the school year and again at the end of the school year.

The Direct Mathematics Assessment (DMA) is required of all fourth, sixth, and eighth graders. This assessment consists of five mathematical problems for each grade. All students will answer the first problem and will then choose three of the remaining four problems to answer. Each problem has several sections requiring answers and demonstration of student work. Students have a total of sixty minutes of working time to complete the assessment. Assessments will be scored with a four point holistic scoring rubric.

The Direct Writing Assessment (DWA) is required of all fifth, seventh and ninth graders and consists of one prompt that students write to for ninety minutes. It is an assessment of standard written English. Student papers will be scored holistically, using the four-point scoring rubric.

Please read all instructions in this guide and in the Directions for Test Administration before proceeding with testing. If there are any questions, contact your district test coordinator or the State Department of Education, Coordinator of Counseling and Assessment at 332-6943.

DISTRICT TEST COORDINATOR

It is crucial to the statewide testing program that one district test coordinator be designated for each district. The district test coordinator is responsible for:

1. Ensuring that sufficient quantities of test materials are available.
2. Implementing the testing program in the district.
3. Verifying that prescribed administration procedures are followed.
4. Maintaining test security.
5. Coordinating testing activities with local counselors and administrators.
6. Attending testing workshops conducted by the Idaho State Department of Education and/or the State Board of Education.
7. In-servicing teachers in proper testing procedures.
8. Informing students and parents about the statewide testing process.

STUDENTS TO BE TESTED

- All public school students enrolled in regular education programs in grades kindergarten through high school.
- In un-graded schools, students who are reported to the state on attendance forms as kindergarten through high school students, or who would be placed in those grades were they to transfer to a graded school.
- Special needs students in grades kindergarten through ten unless their IEP has provided for an appropriate alternative basic skills assessment. (See Directions for Administration for suggestions in testing students with special needs.)
- Limited English Proficient (LEP) and Migrant education students.

TESTING DATES

The IRI is to be administered the **first, fifth, and ninth months of the school year**. Basically, testing windows are the months of **SEPTEMBER, JANUARY, AND MID-APRIL TO MID-MAY**.

The ISAT testing window for the computer administration is: **SEPTEMBER 18 TO OCTOBER 27, 2006**. The spring window for the computer administration is: **April 16 to May 11, 2007**.

The Direct Math Assessment will be administered on: **TUESDAY, NOVEMBER 28, 2006**, and Direct Writing Assessments will be administered on: **WEDNESDAY, NOVEMBER 29, 2006**. Direct Math Assessments and Direct Writing Assessment response forms must be mailed or shipped to the State Department of Education no later than **FRIDAY, DECEMBER 1, 2006**.

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IDAHO READING INDICATOR

MATERIALS

Each grade level of the Idaho Reading Indicator (IRI) consists of a Test Administration Packet, a Student Booklet, and a Student Record Sheet. All materials will be color coded for each grade level and contain the fall, winter, and spring materials. Each elementary building will receive four sets of materials. The Administration Packet and Student Booklets are not disposable and will be used many times.

All public education students K-3 will participate in the IRI during the first (*September*) month, the fifth (*January*) month, and the ninth (April 15-May15) month administration. **Results will be released, by school name and district number, to the State Board of Education, Legislature, and Governor's office at the end of each test administration.**

ENVIRONMENT

It is important to arrange a testing environment that is non-threatening to young students. Avoid administering the IRI in a hallway or location that may be noisy or have distractions. Furniture similar to the table and chairs in the classroom would be advisable. Adequate lighting is yet another important consideration. Maintain as normal a classroom situation as possible. Arrange with the office staff not to page students during the assessment time and ask the school administration to not schedule fire drills during that time. Provide "TESTING – DO NOT DISTURB" signs to post on doors near the assessment locations.

EXAMINERS

The IRI is to be administered individually to students by adults that have been trained by the district test coordinator in the details of the assessment and the associated paperwork. **The students' regular classroom teacher cannot administer the IRI to their own students.** It is important to select test administrators that relate well to students in grades K-3. Test administrators are responsible for marking student record sheets correctly and adding the individual skill points together to establish the Skills Total and the Proficiency Rating. Student Record Sheets are to be signed and dated by the IRI Administrator. The district test coordinator, building test coordinator, building principal, and others assisting in the assessment should visit the various testing locations to ensure that administration procedures are being observed and carried out systematically. A positive attitude on the part of the test administrator will help the student feel confident about the IRI.

SECURITY

Security is high on the list of priorities to ensure the validity and reliability of the IRI. All materials are to be kept in a secure area at all times. It is not ethical to use test booklets for practice before the assessment. Making copies of IRI materials is also unethical; these are copyrighted materials and are secured for the purpose of testing. All IRI materials are to be returned to the district test coordinator or building principal for storage.

STUDENT RECORD SHEET

The top of the record sheet indicates the grade level and either fall, winter, or spring assessment. Skills for fall begin with number 1, while skills for winter begin where fall stopped. Spring skill numbers begin where winter stopped.

It is not acceptable for the classroom teacher to complete the top of the Student Record Sheet before the student is given the indicator. Student first and last name are required on the record sheet. If the student has a common name, it is advisable to include his/her middle name. There are lines for the classroom teacher's name and building identification.

The state requires that students be identified by sex/gender and race/ethnicity. Use M for Male and F for Female to identify sex/gender. To identify students by race/ethnicity please use the following number code:

| <u>Group Code</u> | <u>Interpretation</u> |
|-------------------|-----------------------------------------------------|
| 1 | American Indian/Alaskan Native |
| 2 | Asian |
| 3 | Black/African American |
| 4 | Native Hawaiian/Other Pacific Islander |
| 5 | White |
| 6 | Hispanic or Latino Ethnicity |
| 7 | Other/Unknown (changing to Multi-Racial in 2007-08) |

Use only one code to identify the race to which the student belongs. Refer to the following category descriptors.

1. **American Indian/Alaskan Native:** a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
2. **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
3. **Black/African American:** a person having origins in any of the Black racial groups of Africa.
4. **Native Hawaiian/Other Pacific Islander:** a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

5. **White:** a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
6. **Hispanic:** a person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.
7. **Multi-Racial:** a person with multiple origins that does not fit any of the first six categories or is not known.

It is not appropriate to determine race by the last name of a student.

SPECIAL CODING

Special coding will assist schools in disaggregating results required by federal regulations affecting many of the programs offered in public schools. Buildings will report data of students with special coding only by the number of students in each proficiency level, not by student name. Please mark all areas that apply for each student for the following:

LEP Limited English Proficient
TIA Title I A. (Targeted Assisted and School Wide Title I programs).
MIG Migrant
GAT Gifted and Talented
NOD Neglected or Delinquent
HML Homeless
SE Special Education
ACR Accommodation for the Reading Assessment
ADR Adaptation for the Reading Assessment
AAR Alternate Assessment for the Reading Assessment

The Spanish ISRI, for select Spanish-speaking limited English proficient students is available. It may be given in addition to the regular IRI. To qualify for the ISRI the student must have less than one year in an English-speaking school in the United States and score at the beginning or intermediate level on the Idaho ELL placement test or below the intermediate level on the Idaho English Language Assessment (IELA).

AFTER TESTING

At the conclusion of the fall, winter, and spring IRI, student booklets and test administrators' packets should be counted and securely stored in the school building or at the district office.

Student scores are to be transferred from the student record sheet, used in administering the IRI, to the Yellow IRI permanent record card. This card will be placed in the student permanent record file. The original student record sheet must be returned to the building principal along with a completed teacher class list sheet for each classroom. Original record sheets are not to be shared or given to anyone. The building principal will dispose of the original student record sheets at the end of the school year.

The building principal will then prepare and electronically file a building report to the SDE by *October 15, February 15, and June 1*, respectfully. This report will provide data on the

number of students in each proficiency level and disaggregated data by gender, race, and special populations.

The State Department of Education website will have more information available about the IRI including teacher resource materials and the pamphlet for parents in English and Spanish. Contact Christine Hanson, the reading coordinator or her secretary Deborah Weatherspoon, at 332-6941, for further information.

SAMPLE LETTER TO PARENTS-RESULTS

Date _____

Dear Parent or Guardian of _____,

I'm writing to share with you your child's score on the state K-3 reading test. As required by Idaho law, schools must assess the reading ability of all students in kindergarten through third grade three times during the year.

The purpose of this testing is simply to identify students who may need extra help to become successful readers.

Your child took the Idaho Reading Indicator in the fall, and received a score of _____. The scores are based on the following proficiency levels:

- **3** At Grade Level, indicating the student's skills matched those expected of successful learners.
- **2** Near Grade Level, indicating the student may need to further develop their skills or could be lacking skills needed to be a successful learner.
- **1** Below Grade Level, indicating the student lacks some key reading skills, and could benefit from additional learning opportunities.

Your student will be tested again in January and for a final time in April or May to further monitor their skill development. It is important to remember that the Idaho Reading Indicator is not a complete diagnostic reading test; therefore, with teacher recommendation and your permission, the school will do additional testing of students who scored a "2" or "1" to determine the specific areas where they may be struggling.

Enclosed is a copy of a Parent's Guide to the Idaho Reading Indicator, which outlines the specific reading skills, measured.

If you have any questions, please contact me, or our school principal at _____.

Sincerely,

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IDAHO STANDARDS ACHIEVEMENT TEST FALL 2006

COMPUTER ASSESSMENT

The computerized tests provide teachers, students, and parents with an assessment of student progress in mastering the basic skills. When administered at regular intervals over time, it is possible to find out whether an individual student, or an entire grade level, is making satisfactory progress in the basic skills areas assessed. Teachers can use the assessment data for instructional planning for individual students and entire classes.

Each student takes the assessment on the computer. When each question is displayed on the computer screen, the student selects an answer using the computer mouse or keyboard. Each student receives a different test.

RIT SCORES

RIT's are equal-interval scores, similar to feet and inches that are used to describe student achievement and student growth. RIT scores range from 150 to 300 with a typical third grade student RIT level between 150 and 190 that will grow to a RIT score of 240 to 300 by high school. RIT stands for Rasch Unit and is used for all tests developed by Northwest Evaluation Association (NWEA).

PLANNING FOR TEST ADMINISTRATION

SCHEDULING THE ACHIEVEMENT TESTING

In developing a plan for test administration it will be necessary to consider that each of the three assessments given to each student will take approximately one hour, for a total of three hours. All students should be given the reading assessment, then the language usage assessment, and finally the math assessment. Grades 5, 7 and 10 will also take the science test which will require budgeting at least one more hour of testing time. Giving the assessments on different days may take creative scheduling on the part of each building. Also, the schedule must be developed so that the students that are tested first in the fall are tested first in the spring on a week-by-week basis.

TESTING ENVIRONMENT

Arrangements for rooms and seating should be announced in advance in order to eliminate problems on the testing day. Space is a premium in most school buildings and the tests do tend to dictate the type of location necessary for successful testing. Regular classrooms are recommended. Keep the following bullets in mind when preparing for testing:

- Maintain as normal a classroom situation as possible.
- Make special provisions to ensure quiet with no interruptions.
- Post "TESTING – DO NOT DISTURB" signs on doors.

- Ask that students not be called to the office during the testing session.
- Ask the school administration not to schedule a fire drill during the scheduled testing time.
- Chalkboards or whiteboards should be clean and free of distractions.
- The computer screens should be easy to see and there should be adequate lighting for reading paper/pencil materials.
- The computer used for testing must be kept secure at all times. Student access to computers containing the tests should be limited to monitored situations.

EXAMINERS AND PROCTORS

Assessments are to be administered by professional staff members who have been oriented in the proper test administration procedures for the ISAT used in the school. The assistance of a proctor is essential. A ratio of one adult for each 12-15 students is recommended in the computer setting. Teachers' aides may be used as proctors. Examiners and proctors must be acquainted with procedures before the assessment window opens.

Before the testing session begins it is crucial that the examiner verify that the correct test has been selected for the students in the room. The second critical requirement is to see that students are sitting at the computer assigned to them, the screen will display their name. Proctors are not to terminate student testing without the consent of the building administration.

CHOOSING THE APPROPRIATE TEST

Please refer to the ISAT document on the NWEA website when selecting the appropriate test for a student or group of students. [All fall ISAT testing, grades 2 through 10, is based on achievement levels.](#) The spring testing season is different in that students in grades 3, 4, 5, 6, 7 and 8 will be taking the blended assessment. The students in these grades will be required to take the test appropriate for their grade in school, along with 20 achievement items. Students in grades 5, 7 and 10 will take an additional science assessment. Students in grade 10 will be taking a complete on-grade level test.

RETESTING

Occasionally a student may take the ISAT in a very short time (less than six minutes) or may come up with a test score that is entirely inappropriate for the test (either very high or very low). In either of these cases the computer will deem the score invalid and suggest that the student be retested. [Retesting may take place after the testing window has officially closed.](#) In the fall, retesting may be accomplished by referring to the table "Choosing the Right Test for Each Grade" in the ISAT sheet and selecting the correct test for the student. In the spring, students in grades 3, 4, 5, 6, 7, 8, and 10 cannot retest, using the blended assessment during the testing window. They may be given the appropriate achievement grade level grouping outside the testing window. [Exceptions to retest must be obtained from the State Board Testing Program Manager.](#) (A special winter testing window has been established for junior and senior students needing to retest for graduation purposes. This window is the month of December.)

INVALIDATING A TEST

If the test examiner or proctor question if the integrity of the ISAT has been compromised, the computer should be put on “option to resume” and the student removed from the testing location. *The building principal will determine if the student assessment will be invalidated or if the student will be allowed to continue with the test.* Possible reasons to consider pausing the test to determine invalidating a test would be:

- The student receiving help from another student;
- Students switching computers during the test;
- The computer freezing on one screen;
- The student randomly marking answers without reading the presented material;
- The student refusing to take or continue the test;
- The student finishing the test in less than six minutes;
- Examiners, proctors, or other adults in the room explaining test items to students;
- Examiners, proctors, or other adults in the room reading words or passages to students;
- Examiners, proctors, or other adults in the room pointing to or suggesting the correct response;

REPEATED TESTING

The ISAT’s are designed to accommodate limited repeat testing throughout the year. The test publisher recommends that students be tested no more than four times during a school year, with a minimum elapsed time of one month between tests. [The state contract allows no more than four testing opportunities per year.](#) Achievement level estimates for the students tested are likely to be more accurate by following this precaution and may avoid making unwarranted decisions concerning program placement of students.

TEST SECURITY

Test security at all levels must be high on our list of priorities in order to keep the validity and reliability in the statewide testing program. It is important to follow these guidelines.

- NO ONE is to have access to test questions before or after testing. Computer labs used for testing should be monitored at all times.
- Making copies of test questions is unethical (either by paper or copying a screen); these are copyrighted materials and are secured for the purpose of testing.
- Examiners and/or proctors are not permitted to discuss test item questions with students during the testing period or to read specific words to students.
- Calculators are permitted ONLY for specified items on the math assessment in grades 5 through high school.
- Students must be tested two times during the year in the state designated testing window.

REMINDERS

- The best testing conditions include a positive attitude on the part of the examiners and students. Make sure everyone receives an orientation to testing which includes an explanation of the purpose of testing, what skills are tested, the importance of doing the best possible in answering test questions and what will be done with the results.

Examiners are responsible to see that the student named on the computer screen is the student at the computer. Remind examiners to print a copy of the last page of the computer assessment for each student.

- Testing may occur over a period of several days; therefore, it is essential to have a systematic procedure for distributing and collecting test materials each day and for keeping them secure between sessions.
- It is crucial to maintain a list of students that were absent on testing days and verify make-up testing ISAT reading, language usage, math, or science tests.
- Computer screens should be easy for students to see and as free from glare as possible. It is suggested that a piece of paper be placed over the screen when a student has completed the assessment as a security measure, to indicate that the student has finished, and to shield the RIT score presented on the screen.
- The district test coordinator must inform NWEA when all testing has been completed in order for reports to be prepared in a timely manner.

REPORTING

It is the district's responsibility to make certain that each school in their district sends parents the ISAT parent report before the end of the current school year.

IDAHO STANDARDS ACHIEVEMENT TESTS (ISAT) ETHNICITY/RACE CODES

The state requires that students be identified by sex/gender and race/ethnicity. Use M for Male and F for Female to identify sex/gender. To identify students by race/ethnicity please use the following number code:

| <u>Group Code</u> | <u>Interpretation</u> |
|-------------------|-----------------------------------------------------------------|
| 01 | American Indian/Alaskan Native |
| 02 | Asian |
| 03 | Black/African American |
| 04 | Native Hawaiian/Other Pacific Islander |
| 05 | White |
| 06 | Hispanic or Latino Ethnicity |
| 07 | Other/Unknown (changing to Multi-Racial in school year 2007-08) |

Use only one code to identify the race to which the student belongs. Refer to the following category descriptors.

1. **American Indian/Alaskan Native:** a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
2. **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
3. **Black/African American:** a person having origins in any of the Black racial groups of Africa.
4. **Native Hawaiian/Other Pacific Islander:** a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
5. **White:** a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
6. **Hispanic or Latino Ethnicity:** a person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.
7. **Other/Unknown (Multi-Racial):** a person with multiple origins, an origin that does not fit any of the first six categories, or is not known.

It is not appropriate to determine race by the last name of a student.

SPECIAL CODING

Special coding will assist schools in disaggregating results required by federal regulations affecting many of the programs offered in public schools. Buildings will report data of students with special coding only by the number of students in each proficiency level, not by student name. Please designate all areas that apply for each student for the following:

| | |
|-------------|--------------------------------------------------------------------------------------|
| FRL | Free or Reduced Lunch |
| LEP | Limited English Proficient |
| LEP1 | Limited English Proficient in the first year of U.S. School ¹ |
| LEPX | Limited English Proficient exited LEP program within the past two years ² |
| TIA | Title I A. (Targeted Assisted and School Wide Title I programs). |
| MIG | Migrant |
| GAT | Gifted and Talented |
| NOD | Neglected or Delinquent |
| HML | Homeless |
| HMS | Home School |
| SPE | Special Education |
| SPEX | Special Education exited Special Ed. Program within the past two years |
| ACR | Accommodation for the Reading Assessment |
| ADR | Adaptation for the Reading Assessment* |
| AAR | Alternate Assessment for the Reading Assessment |
| ACL | Accommodation for the Language Assessment |
| ADL | Adaptation for the Language Assessment* |
| AAL | Alternate Assessment for the Language Assessment |
| ACM | Accommodation for the Mathematics Assessment |
| ADM | Adaptation for the Mathematics Assessment* |
| AAM | Alternate Assessment for the Mathematics Assessment |
| 504 | Students on 504 Plans |
| ACS | Accommodations for the Science Assessment |
| ADS | Adaptation for the Science Assessment |
| AAS | Alternate Assessment for the Science Assessment |

* Use of these codes in spring testing will mean the student will count as having not participated and that he/she is not proficient.

1 A student can be classified as LEP1 if they have been in a U.S. school (not including Puerto Rico), not just an Idaho school, for 10 months or less. For fall 2006, a student must have entered on Nov. 19, 2005 or later to qualify as an LEP1 student. For spring 2007, a student must have entered on June 9, 2006, or later to qualify as an LEP1 student.

2 A student can be classified as LEPX if they have exited an LEP program within the past two years. This is determined by the language proficiency test. For example, in fall 2006, a student must have reached proficiency not before October, 2004, to be considered LEPX in spring 2007. a student must have reached proficiency not before May 2005, (the end of the spring 2005 testing window) to be considered an LEPX student.

COMPUTER ISAT

The district test coordinator must inform NWEA that all testing has been completed. Go to <https://reports.nwea.org> and “Declare Testing Complete”.

DISPOSITION OF ISAT MATERIALS

Test administration manuals should be collected in each building and secure until the next testing season.

DIRECT MATHEMATICS ASSESSMENT

STUDENTS TO BE TESTED

- All public school students enrolled in regular education programs in grades four, six and eight.
- In un-graded schools, students who are reported to the state on attendance forms as fourth, sixth and eighth, or who would be placed in those grades if they were to transfer to a graded school.
- Special needs students in grades four, six and eight, unless the IEP has provided for the Idaho Alternate Assessment (IAA).
- Limited English Proficient and Migrant education students who have been in English speaking schools more than 2 years.

TESTING DATE

The Direct Mathematics Assessment will be conducted statewide on **Tuesday, November 28, 2006**. NO MAKE-UP TESTING IS ALLOWED. Student papers are to be packaged, postmarked and sent, no later than **Friday, December 1, 2006**, to the State Department of Education, 650 W. State Street, P.O. Box 83720, Boise, Idaho 83720-0027. Please address to the attention of Sally Tiel.

MATERIALS CHECKLIST

- ☐ Grades 4, 6, and 8 DMA Assessment - 1 for each student to be tested (color-coded for each grade level)
- ☐ Administrators' Guide - 1 per examiner
- ☐ Absent Student Class List Sheet - 1 per examiner (see page 27)
- ☐ All Direct Math Assessment administrators should have a supply of extra number two lead pencils (the required assessment instrument), an accurate timing device, and "TESTING -- DO NOT DISTURB" signs.
- ☐ CLASSROOM MATHEMATICS MANIPULATIVE TOOLS ARE PERMISSIBLE
- ☐ Fourth graders are not to use calculators.

Sixth and eighth graders should have calculators available for the assessment.

DMA Idaho Alternate Assessment Record Sheet.

PLANNING FOR ASSESSMENT ADMINISTRATION

SCHEDULING THE DIRECT MATH ASSESSMENT

The Direct Mathematics Assessment consists of five multiple part mathematics problems to be administered at each of the three targeted grade levels. All students will answer problem number one and then will choose three of the remaining four problems to answer. All problems have more than one part to answer in order for the problem to be complete. This activity must be conducted in a single session and must be administered **ONLY** on **Tuesday, November 28, 2006**, as specified by the State Department of Education. Testing time is limited to sixty minutes of actual working time. An additional thirty minutes is reserved for before and after testing activities including reading the directions, handing out the assessment sheets, entering the student sensitive information and collecting the materials at the end of the testing session. **NO MAKE-UP SESSION OR ALTERNATE DATE IS PERMISSIBLE.**

TESTING ENVIRONMENT

Arrangements for rooms and seating should be announced in advance in order to eliminate problems on the testing day. Regular classrooms are recommended. Avoid auditorium or lunch room testing whenever possible. Chalkboards should be clean and free of distractions. Workspace should be large enough for test materials.

Maintain as normal a classroom situation as possible. Make special provisions to ensure quiet with no interruptions. Be sure that assessment administrators have "Testing--DO NOT DISTURB" signs to post on doors and information about DISTRICT and BUILDING NUMBERS to post in the room. Arrange with office staff not to page students during the testing time and ask the school administrators to not schedule a fire drill during that time.

EXAMINERS AND PROCTORS

Assessments are to be administered by professional staff members who have been oriented in proper test administration procedures by the district test coordinator. If assessments are to be administered in larger group situations, the assistance of a proctor is essential. A ratio of one adult for each 25-30 student's is recommended. Teacher aides may be used as proctors. Examiners and proctors must be acquainted with procedures before the assessment begins.

Proctors may assist with distribution and collection of materials, making certain students are marking the appropriate areas of the response form, using a number two lead pencil and observing students from various points in the room. Examiners and proctors are not to discuss the problems with students or in any way direct student response. Students are to show their work on the test paper. The district test coordinator, principal, and others assisting in the assessment should visit the various testing rooms to ensure that administration procedures are being observed and carried out systematically. Students are not to be released from the assessment before the time for the testing is completed.

TEST SECURITY

Test security must be high on our list of priorities in order to keep the validity and reliability in the Direct Mathematics Assessment. Therefore, it is important to follow these guidelines.

- Assessments are to be kept in a LOCKED, SECURED area. NO ONE is to have access to the assessment before the day of the assessment.
- The DMA materials are not to be distributed to examiners or viewed by teachers, students or staff before the assessment day. Building test coordinators may package the assessments in room size numbers before the testing day providing all materials are securely packaged and stored in a locked area until the assessment day.
- Time constraints must be strictly followed. NO EXTRA TIME is allowed.
- Examiners and/or proctors are not permitted to discuss the problems with students during the testing period. It is permissible for the examiners and proctors to check student forms to verify that the student labels have been attached to the assessments.
- Student mathematic manipulative tools (rulers, compasses, etc.) are permissible. **Fourth grade students are NOT to use calculators. Sixth and eighth grade students should have calculators available to use on the assessment.**
- No make-up or alternate day testing is permitted for the Direct Math Assessment.

REMINDERS

- The best assessment conditions include a positive attitude on the part of the examiners and students. Make sure everyone receives an orientation to testing which includes an explanation of the purpose of the assessment, what skills are being assessed, the importance of students doing their best in answering the problems and explaining what will be done with the results.
- This is a strictly timed test. To ensure valid and meaningful results, these assessments must be given within the prescribed time limits and only on **Tuesday, November 28, 2006**.
- Examiners are responsible for proper labeling of each student assessment sheet. Remind examiners to double check answer sheets before they are returned to the district test coordinator. Special coding should be done after the assessment by the examiner.
- It is crucial to maintain a list of students that were absent on the assessment day. Use the form on page 27. No make up is allowed. Students in year-round systems should be encouraged to attend school on the assessment day to participate in the assessment.
- DMA assessments are to be mailed to the Idaho State Department of Education, by the district test coordinator, no later than **Friday, December 1, 2006**.

SPECIAL CODING - DMA

Special coding must be entered correctly. The state requires that students be identified by sex/gender and race/ethnicity. Use M for Male and F for Female to identify sex/gender. The district test coordinator should instruct examiners to read the directions for coding carefully.

Students should be identified according to the following categories

| <u>Group Code</u> | <u>Interpretation</u> |
|-------------------|----------------------------------------|
| 1 | American Indian/Alaskan Native |
| 2 | Asian |
| 3 | Black/African American |
| 4 | Native Hawaiian/Other Pacific Islander |
| 5 | White |
| 6 | Hispanic or Latino Ethnicity |
| 7 | Multi-Racial |

Use only one code to identify the race to which the student belongs. Refer to the following category descriptors.

1. **American Indian/Alaskan Native:** a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
2. **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
3. **Black/African American:** a person having origins in any of the Black racial groups of Africa
4. **Native Hawaiian/Other Pacific Islander:** a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
5. **White:** a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
6. **Hispanic or Latino Ethnicity:** a person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.
7. **Multi-Racial:** a person with multiple origins, an origin that does not fit any of the first six categories, or is not known.

It is not appropriate to determine race by the last name of a student.

CODING FOR DISAGGREGATED RESULTS

Special coding will assist schools in disaggregating results required by federal regulations affecting many of the programs offered in public schools. Buildings will report data of students with special coding only by the number of students in each proficiency level, not by student name. Please mark all areas that apply for each student for the following:

| | |
|-----|------------------------------------------------------------------|
| LEP | Limited English Proficient |
| TIA | Title I A. (Targeted Assisted and School Wide Title I programs). |
| MIG | Migrant |
| GAT | Gifted and Talented |
| NOD | Neglected or Delinquent (Title I classification) |
| HML | Homeless (Title I classification) |
| SPE | Special Education |
| ACM | Accommodation for the Math Assessment |
| ADM | Adaptation for the Math Assessment |
| AAM | Alternate Assessment for the Math Assessment |

Districts and buildings will receive score data on students who have special coding. The only accepted code will be a **red X** placed on top of the corresponding bubble. **Students must be marked SPE or LEP and then marked ACM, ADM, or AAM according to the student IEP or LEP learning plan.** These notations are to be made, by the test examiner, after the testing session.

DISTRIBUTION OF DMA MATERIALS

Direct Mathematics Assessment must be kept secure at all times. Do not leave materials in open or unattended areas.

Assessment materials should be prepared for distribution to schools in advance of the actual distribution date to lessen the possibility of shortages. This is the responsibility of the district test coordinator. (Student aides cannot help with this process.)

- Assemble materials for each school according to your records. Each school should receive a few extra assessments for the appropriate grade level assessed.
- Record the quantities to be sent to each school on the School Inventory Control Sheet on page 28. The control sheet help verify that all materials are returned after the assessment is completed.
- Take precautions in distributing materials to ensure that test security is maintained. Deliver DMA materials to individual school test coordinators the **afternoon** before the assessment day. Include instructions for each building test coordinator to keep test materials secure until testing and procedures to be used in returning all completed assessments and unused assessment materials to the district test coordinator.

RETURNING DIRECT MATHEMATICS ASSESSMENT RESPONSE FORMS

- a. As completed student tests are received from the school(s), verify that student labels listing district and building numbers and student names are properly attached. Check special coding sections for accuracy.
- b. Buildings or districts are encouraged to photo-copy assessments for later use. *The originals will not be returned to the districts.*
- c. Remove assessments for students that were absent, LEP students in English speaking schools for less than 2 years, papers completed in a language other than English, papers for students that refused to participate; or students that will participate in IAA in the Spring.
- d. Loosely bind the assessment sheets from each school with paper bands. DO NOT use paper clips, rubber bands, or any other fasteners that might damage edges of the tests. *Do not band by individual classrooms.*
- f. Complete the cover sheet information for each grade level tested. See page 24 for the cover sheet. Be sure this cover sheet is placed on top of the answer sheets, inside the mailing container.
- g. If necessary, complete the **DMA Idaho Alternate Assessment Record Sheet** found on page 25, and place it just beneath the cover sheet.
- h. Keep the absent student roster **for your records** in the test coordinator's office. *Do not send this to the state office.*

Package completed tests and forward to:

Sally Tiel
Idaho State Department of Education
650 West State Street
P.O. Box 83720
Boise, Idaho 83720-0027

Test materials must be postmarked no later than the [Friday, December 1, 2006](#).

DISPOSITION OF DMA MATERIALS

DESTROY all unused assessment materials unless the extra tests would be of value to the teachers for in-service purposes.

IDAHO ALTERNATE ASSESSMENT RECORD SHEET - DMA

District Number _____ Building Name _____ Building Number _____

| Student ID | First Name | Last Name | Sex | Race | Grade Level |
|------------|------------|-----------|-----|------|-------------|
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Codes to use on this form -

Sex: M for male or F for Female

Race:

- 1 American Indian/Alaskan Native
- 2 Asian
- 3 Black/ African American
- 4 Native Hawaiian/Other Pacific Islander
- 5 White
- 6 Hispanic or Latino Ethnicity
- 7 Multi-Racial

Please place this form on top of the response forms that are being sent in for scoring.

Do not send in a blank test sheet for students on this list.

**IDAHO
STATEWIDE
TESTING PROGRAM**

DIRECT MATH ASSESSMENT COVER SHEET

NAME OF DISTRICT _____ **DISTRICT #** _____

NAME OF SCHOOL _____ **GRADE LEVEL** _____

BUILDING NUMBER _____ **NUMBER OF EXAMS** _____

DATE _____

DIRECT MATH ASSESSMENT ABSENT STUDENT ROSTER

keep for your records!

Test Administrator _____ Grade _____ Date _____

Name:

Comments:



DIRECT MATH ASSESSMENT Absent Student Roster

keep for your records!

Test Administrator _____ Grade _____ Date _____

Name:

Comments:

DMA - SCHOOL INVENTORY CONTROL SHEET

SCHOOL NAME _____ DATE _____

TEST COORDINATOR _____ PHONE _____

DIRECT MATH ASSESSMENT Inventory Control Sheet SCHOOL YEAR 2006-07

| | <i>Number sent</i> | <i>Number returned</i> |
|-----------------------------------------|--------------------|------------------------|
| Grade 4 | | |
| Math Assessment Sheets | | |
| Directions for Administration | | |
| Absent Student Rosters | | |
| Cover Sheet Form | | |
| Idaho Alternate Assessment Record Sheet | | |
| Grade 6 | | |
| Math Assessment Sheets | | |
| Directions for Administration | | |
| Absent Student Rosters | | |
| Cover Sheet Form | | |
| Idaho Alternate Assessment Record Sheet | | |
| Grade 8 | | |
| Math Assessment Sheets | | |
| Directions for Administration | | |
| Absent Student Rosters | | |
| Cover Sheet Form | | |
| Idaho Alternate Assessment Record Sheet | | |

Instructions for returning DMA materials to the District Test Coordinator

SAMPLE LETTER-DMA PREP

Date

Dear Parent:

The Idaho State Department of Education will be testing the mathematics ability of all fourth, sixth, and eighth grade students on [Tuesday, November 28, 2006](#). Your child will be included in this important assessment that will be given in the morning. The assessment will take sixty minutes to complete and must be handwritten using a number two pencil. There is no make-up allowed for the mathematics assessment. Please encourage your child to do their very best. All mathematics assessments will be sent to the State Department of Education, in Boise, to be scored by a group of teachers from around the state. Each assessment will be evaluated by two teachers and will be scored for overall understanding of mathematics including:

1. Understanding basic mathematic skills.
2. Understanding the situation in the problem.
3. Communication skills associated with mathematics.
4. Process skills associated with finding the correct answer.

All students will answer the first numbered problem and then will choose three of the remaining four problems to complete. Each numbered problem will have more than one part to answer and will require the student to show how they did the mathematical work for that problem. Teachers may have students practice solving mathematics problems similar to those that will be on the assessment in the weeks before the actual assessment.

SAMPLE LETTER-DMA RESULTS

Date

Dear Student:

The results of the Idaho State Department DIRECT MATHEMATICS ASSESSMENT have been received and your score is _____. This score is based on the following scale:

- 4 Advanced math ability
- 3 Proficient math ability
- 2 Basic math ability
- 1 Below Basic math ability

All papers were evaluated by two teachers and scored for overall impression and understanding of mathematics using the scoring standard developed for the assessment.

A paper is considered at grade level if it receives a score of three or higher. If the score is below three there may be a need for the student to do extra work on mathematics skills to be at their grade level in school. Your mathematics teacher and your school counselor each have a copy of the scoring standard and can show you the differences between each score point.

Results of this mathematics assessment will be added to your transcript. If you have questions about the assessment or your score, please talk to your math teacher or counselor. Remember, this assessment is only one general indication of your math ability.

DIRECT WRITING ASSESSMENT

STUDENTS TO BE TESTED

- All public school students enrolled in regular education programs in grades five, seven, and nine.
- In un-graded schools, students who are reported to the state on attendance forms as fifth, seventh, or ninth grade students, or who would be placed in those grades if they were to transfer to a graded school.
- Special needs students in grades five, seven, or nine unless the IEP has provided for an appropriate alternate assessment.
- Limited English Proficient and migrant education students who have been in English speaking schools more than 2 years.

TESTING DATE

The Direct Writing Assessment is to be conducted statewide, **Wednesday, November 29, 2006**. NO MAKE-UP TESTING IS ALLOWED. Student papers are to be packaged, postmarked and sent no later than **Friday, December 1, 2006**, to the State Department of Education, 650 W. State, P.O. Box 83720, Boise, Idaho 83720-0027. Send to the attention of Sally Tiel.

MATERIALS CHECK LIST

Grades 5, 7 and 9 Prompt Sheet, 1 for each student (color-coded by grade level)
 Response Sheet, 1 for each student (color-coded by grade level)
 DWA Instructions for Administration - 1 per examiner
 Absent Student Class List Sheet - 1 per examiner (see page 35)

All Direct Writing Assessment examiners should have a supply of scratch paper, extra **black ink pens** (the required writing instrument), classroom dictionaries, an accurate timing device and "TESTING -- DO NOT DISTURB" signs.

***ELECTRONIC SPELL CHECK DEVICES, PERSONAL DICTIONARIES, WORD LISTS
OR OTHER SELF-HELP TOOLS ARE NOT PERMITTED.***

PLANNING FOR ASSESSMENT ADMINISTRATION

SCHEDULING THE DIRECT WRITING ASSESSMENT

The Direct Writing Assessment consists of a writing prompt to be administered at each of the three targeted grade levels. This activity must be conducted in one session and will be administered **ONLY** on **Wednesday, November 29, 2006** as specified by the State Department of Education. Testing time is limited to ninety minutes of actual writing time. An additional thirty minutes is reserved for before and after testing activities including reading the directions, handing out the response form, entering the student sensitive information and collecting the materials at the end of the testing session.

NO MAKE-UP SESSION, ALTERNATE DATE OR ALTERNATE TOPIC IS PERMISSIBLE.

TESTING ENVIRONMENT

Arrangements for rooms and seating should be announced in advance in order to eliminate confusion when testing begins. Regular classrooms are recommended. Avoid auditorium or lunch room testing whenever possible. Chalkboards should be clean and free of distractions. Writing surfaces should be large enough to accommodate student test materials. Seat students so they have enough room for essay writing activities.

Maintain as normal a classroom situation as possible. Make special provisions to ensure quiet with no interruptions. Be sure that examiners have "Testing--DO NOT DISTURB" signs to post on doors and information about DISTRICT and BUILDING NUMBERS to post in the room. Arrange with office staff not to page students during the testing time and ask the school administrators to not schedule a fire drill.

EXAMINERS AND PROCTORS

Assessments are to be administered by professional staff members who have been oriented in test administration procedures by the district test coordinator. If assessments are to be administered in larger group situations, the assistance of a proctor is essential. A ratio of one adult for 25-30 students is recommended. Teacher aides may be used as proctors. Examiners and proctors must be acquainted with procedures before the assessment begins.

Proctors may assist with distribution and collection of materials, making certain students are marking the appropriate areas of the response form, using **a black ink pen** (no felt tip pens) and observing students from various points in the room. Examiners and proctors are not to discuss the prompt with students or in any way direct student response.

The district test coordinator, principal, and others assisting in the assessment should visit the various testing rooms to ensure that administration procedures are being observed and carried out systematically. Students are not to be released from the assessment before the time for the testing is completed.

TEST SECURITY

Test security must be high on our list of priorities in order to keep the validity and reliability in the Direct Writing Assessment. Therefore, it is important to follow these guidelines.

- The DWA materials are to be kept in a LOCKED, SECURED area. NO ONE is to have access to the assessment prompt before the day of the assessment.
- The Direct Writing Assessment prompts are not to be distributed to examiners or viewed by teachers, students or staff before the writing day. Building test coordinators may package prompt and response forms in room size numbers before the testing day providing all materials are securely packaged and stored in a locked area until the testing day.
- Time constraints must be followed. NO EXTRA TIME is allowed.
- Examiners and/or proctors are not permitted to discuss the prompt with students during the testing period. It is permissible for the examiners and proctors to check the student response form to verify that the student label has been attached to the assessment.
- Electronic spell check devices are not permitted.
- No make-up or alternate day testing is permitted.

REMINDERS

The best assessment conditions include a positive attitude on the part of the examiners and students. Make sure everyone receives an orientation to testing which includes an explanation of the purpose of the assessment, what skills are being assessed, the importance of doing the best possible in responding to the prompt and explaining what will be done with the results.

The DWA is a timed test. These assessments must be given within the prescribed time limits and only on [Wednesday, November 29, 2006](#).

Examiners are responsible for checking to see that students are using a black ink pen. Remind instructors to double check response sheets before they are returned to the district test coordinator. All special coding should be done after the assessment.

It is crucial to maintain a list of students that were absent on the assessment day. Students in year-round systems should be encouraged to attend school on the day of the assessment and participate in the writing activity. (See page 39-Absent Student List.)

Direct Writing Assessment response forms are to be mailed to the State Department of Education in Boise, by the district test coordinator, no later than [Friday, December 1, 2006](#).

SPECIAL CODING-DWA

Special coding must be entered correctly. The state requires that students be identified by sex/gender and race/ethnicity. Use M for Male and F for Female to identify sex/gender. The district test coordinator should instruct examiners to read the directions for coding carefully.

Students should be identified according to the following categories:

| <u>Group Code</u> | <u>Interpretation</u> |
|-------------------|----------------------------------------|
| 1 | American Indian/Alaskan Native |
| 2 | Asian |
| 3 | Black/African American |
| 4 | Native Hawaiian/Other Pacific Islander |
| 5 | White |
| 6 | Hispanic or Latino Ethnicity |
| 7 | Multi-Racial |

Use only one code to identify the race to which the student belongs. Refer to the following category descriptors.

1. **American Indian/Alaskan Native:** a person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
2. **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
3. **Black/African American:** a person having origins in any of the Black racial groups of Africa.
4. **Native Hawaiian/Other Pacific Islander:** a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
5. **White:** a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
6. **Hispanic:** a person who traces his or her origin or descent to Mexico, Puerto Rico, Cuba, Central and South America, and other Spanish cultures, regardless of race.
7. **Multi-Racial:** a person with multiple origins, an origin that does not fit any of the first six categories, or is not known.

It is not appropriate to determine race by the last name of a student.

CODING FOR DISAGGREGATING RESULTS

Special coding will assist schools in disaggregating results required by federal regulations affecting many of the programs offered in public schools. Buildings will report data of students with special coding only by the number of students in each proficiency level, not by student name. Please mark all areas that apply for each student for the following:

| | |
|-----|------------------------------------------------------------------|
| LEP | Limited English Proficient |
| TIA | Title I A. (Targeted Assisted and School Wide Title I programs). |
| MIG | Migrant |
| GAT | Gifted and Talented |
| NOD | Neglected or Delinquent |
| HML | Homeless |
| SPE | Special Education |
| ACL | Accommodation for the Language Assessment |
| ADL | Adaptation for the Language Assessment |
| AAL | Alternate Assessment for the Language Assessment |

Districts and buildings will receive score data on students who have special coding. The only accepted code will be a **red X** placed on top of the corresponding bubble. The special populations codes of ACL, ADL, and AAL will not be honored if the paper is not also coded SPE or LEP. These notations are to be made by the instructor after the testing session.

Mark all special class bubbles that apply for the student.

DISTRIBUTION OF DWA MATERIALS

Direct Writing Assessment materials should be kept secure at all times. Do not leave materials in open or unattended areas.

Assessment materials should be prepared for distribution to schools in advance of the actual distribution date to lessen the possibility shortages. This is the responsibility of the District Test Coordinator.

Assemble materials for each school according to your records. Each school should receive a few extra prompt sheets and response sheets for the appropriate grade level assessed.

Record the quantities to be sent to each school on the School Inventory Control Sheet.

Take precautions in distributing materials to ensure that test security is maintained. Deliver DWA materials to individual school test coordinators the day before the assessment day. Include instructions for each building test coordinator to keep test materials secure until testing and the procedure to use in returning assessment materials to the district test coordinator.

RETURNING DIRECT WRITING ASSESSMENT RESPONSE FORMS

- a. As completed student response forms are received from the school(s), verify that district and building numbers and student labels are securely affixed to the top of the response form. Check special coding sections for accuracy.
- b. Buildings or districts are encouraged to photocopy writing samples for later use. The original writing samples will not be returned to the districts.
- c. Remove assessments for students that were absent, LEP students in English speaking schools for less than 2 years, papers completed in a language other than English, papers for students that refused to participate; or students that will participate in IAA in the Spring.
- d. Loosely bind the response forms from each school with paper bands. DO NOT use paper clips, rubber bands, or any other fasteners that might damage edges of the writing samples. Please do not band by individual classrooms.
- e. Complete the cover sheet information for each grade level tested. Be sure it is placed on top of the response sheets, inside the mailing container. (See page 36-Cover Sheet.)
- f. If necessary, complete the **DWA Idaho Alternate Assessment Record Sheet** found on page 37, and place it just beneath the cover sheet.
- g. Keep the absent student roster in the test coordinator's office. Do not send to the state office.
- h. Package completed student response forms and forward to:

Sally Tiel
Idaho State Department of Education
650 West State Street
P.O. Box 83720
Boise, Idaho 83720-0027

These test materials must be postmarked by [Friday, December 1, 2006](#).

DISPOSITION OF DWA MATERIAL

Destroy unused material unless teachers may have a use for them in their classrooms.

IDAHO ALTERNATE ASSESSMENT RECORD SHEET - DWA

District Number _____ Building Name _____ Building Number _____

| Student ID | First Name | Last Name | Sex | Race | Grade Level |
|------------|------------|-----------|-----|------|-------------|
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Codes to use on this form -

Sex: M for male or F for Female

Race:

- 1 American Indian/Alaskan Native
- 2 Asian
- 3 Black/ African American
- 4 Native Hawaiian/Other Pacific Islander
- 5 White
- 6 Hispanic or Latino Ethnicity
- 7 Multi-Racial

Please place this form on top of the response forms that are being sent in for scoring.

Do not send in a blank test sheet for students on this list.

*Use this **DWA COVER SHEET** when returning completed response sheets for scoring.
One per school/grade level.*

**IDAHO
STATEWIDE
TESTING PROGRAM**

DIRECT WRITING ASSESSMENT COVER SHEET

NAME OF DISTRICT _____ **DISTRICT #** _____

NAME OF SCHOOL _____ **GRADE LEVEL** _____

BUILDING NUMBER _____ **NUMBER OF EXAMS** _____

DATE _____

DIRECT WRITING ASSESSMENT ABSENT STUDENT ROSTER
keep for your records!

Test Administrator _____ Grade _____ Date _____

Name:

Comments:



DIRECT WRITING ASSESSMENT ABSENT STUDENT ROSTER
keep for your records!

Test Administrator _____ Grade _____ Date _____

Name:

Comments:

SCHOOL INVENTORY CONTROL SHEET

SCHOOL NAME_____ **DATE**_____

TEST COORDINATOR_____ **PHONE**_____

| DIRECT WRITING ASSESSMENT 2006-07 | | |
|---------------------------------------------|--------------------------------|-----------------------------------------------------|
| | Number Sent to Building | Number Returned to District Test Coordinator |
| Grade 5 | | |
| DWA Prompt Sheets | | |
| DWA Response Sheets | | |
| DWA Directions for Administration | | |
| Absent Student Rosters | | |
| Cover Sheets | | |
| DWA Idaho Alternate Assessment Record Sheet | | |
| Grade 7 | | |
| DWA Prompt Sheets | | |
| DWA Response Sheets | | |
| DWA Directions for Administration | | |
| Absent Student Rosters | | |
| Cover Sheets | | |
| DWA Idaho Alternate Assessment Record Sheet | | |
| Grade 9 | | |
| DWA Prompt Sheets | | |
| DWA Response Sheets | | |
| DWA Directions for Administration | | |
| Absent Student Rosters | | |
| Cover Sheets | | |
| DWA Idaho Alternate Assessment Record Sheet | | |

Instructions to return materials to District Test Coordinator

SAMPLE LETTER-DWA PREP

Date

Dear Student:

The Idaho State Department of Education is preparing to assess the writing ability of all eighth grade students on [November 29, 2006](#). You will be included in this important assessment that will be given at your school. The test will take 90 minutes to complete and must be handwritten, in English, using a **black ink pen** (not a felt tip). You will be limited to the front and back of one response sheet. There is no make up allowed for this writing assessment. Please do the very best you can, for yourself and for your school. All writing assignments will be sent the State Department of Education, in Boise, to be scored by language arts teachers from around the state. Each paper will be read by twice and scored based on the following three features:

1. Ideas and Organization. These features are the most important. It refers to your ability to set forth ideas and related thoughts that are both logical and communicative on the assigned topic.
2. Voice and Word Choice. These features often determine the readability of a piece of writing.
3. Sentence Fluency. Effective sentence construction creates an easy flow and rhythm to the writing.

Your language arts teacher will share the scoring standard with you and may have you practice writing, several times, before the testing day to help you review your writing skills. Your goal should be to receive a score of Proficient (3) or Advanced (4) on this assessment.

SAMPLE LETTER-DWA RESULTS

Date

Dear Student:

The results of the Idaho State Department DIRECT WRITING ASSESSMENT have been received and your score is _____. This score is based on the following scale:

- 4 Advanced writing ability
- 3 Proficient writing ability
- 2 Basic writing ability
- 1 Below Basic writing ability

All papers were read by two teachers and scored for overall impression using the scoring standard developed for the assessment. The scoring standard focus on these features:

1. Ideas and Organization. *These features are the most important.* It refers to your ability to set forth ideas and related thoughts in a logical sequence.
2. Voice and Word Choice. These features often determine the readability of a piece of writing.
3. Sentence Fluency. Precise use of words and effective sentence construction create an easy flow and rhythm to the writing.

A score of three or higher is considered at grade level. A score below a three indicates that there may be a need for extra work on writing.

Results of this writing assessment will be added to your transcript. If you have questions about your assessment score, talk to your language arts teacher or school counselor.

IDAHO ALTERNATE ASSESSMENTS

District Test Coordinator and Special Education Administrator

It is crucial to the statewide testing program that the district test coordinator works collaboratively with the district assigned special education administrator to ensure that the Idaho Alternate Assessments (IAA) are administered and reported on all special education students who cannot participate in regular state or district-wide assessments even with accommodations.

These two administrators are responsible for:

- Ensuring that state or district wide assessments are administered according to each student's IEP.
- Informing students and parents about the totally inclusive statewide testing system.
- Coordinating testing activities with the local special education personnel and school administrators.
- Making sure that special education students are included in the class roster files (CRF) and coded in the special populations file (SPF) for the Idaho Alternate Assessments in fall and Spring.
- Ensuring that special education students who are eligible for Idaho Alternate Assessments are accounted for in the IRI, DMA, and DWA.
- Ensuring distribution of the answer or response sheets to the appropriate assigned classroom or special education teachers for recording of participation in the Idaho Alternate Assessments.

STUDENTS TO BE TESTED

Special Education students who are eligible for Idaho Alternate Assessments must meet **all** of the following criteria as determined by the IEP (Individualized Education Program) team at least annually and be supported by documents that have been reviewed by the IEP team. Student eligibility must be stated in the current IEP that is in effect when the district administers the state or district wide assessments for all students.

1. The student demonstrated cognitive ability and adaptive behavior prevent completion of the general education curriculum, even with program modifications.
2. The student's course of study is primarily functional- and living-skill oriented, which is not measured by district and/or state assessments;
3. The student is unable to acquire, maintain, or generalize skills in multiple settings and demonstrate performance of those skills without intensive frequent individualized instruction.

A student is not included in the Idaho Alternate Assessments for any of the following reasons:

1. The only determining factor is that the student has an IEP.
2. The student is academically behind because of excessive absences or lack of instruction; or
3. The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.

If the IEP team determines that a student is working on knowledge and skills within specific general education achievement standards that are measured by district/or state assessments, the student may take that relevant portion of the statewide general education assessment as well as any appropriate Idaho Alternate Assessments.

Eligible students may participate in the alternate assessments in one of the following three ways:

- Regular assessment without accommodations for a portion of the statewide assessments and the remaining portion with the alternate assessments. IEP indicates alternate assessment areas.
- Regular assessment with accommodations for a portion of the statewide assessments and the remaining portion with the alternate assessments. Indicate alternate assessment areas and accommodations for the regular assessment.
- Alternate assessment entirely.

TESTING DATES

The Idaho Alternate Assessments are administered only during the ISAT Spring testing window. Refer to the ISAT testing window to identify when the IAA scoring is actually reported.

Participation in the Idaho Alternate Assessments for the ISAT will use the recording system that has been established to identify special education regular assessment, accommodated assessment, or alternate assessments for each of the content areas or combination of the coding for the student. Even though the IAA is only administered in the Spring, all students are recorded in the Fall and Spring.

Participation in the Idaho Alternate Assessment will be recorded on the regular statewide or district assessment answer sheets according to the directions for the individual assessments at the same time of the district testing dates.

Students participating in the Idaho Alternate Assessment for the Idaho Reading Indicator will mark the appropriate boxes on the Student Record Sheet for the fall, winter and spring IRI.

Students participating in the DWA and/or DMA will complete an Alternate Assessment Record Sheet (DMA-page 25, DWA-page 37) using the same coding that has been established for the ISAT, and include this sheet with materials sent in with DMA and DWA.

Refer to the appropriate section of the Test Coordinator's Manual for an explanation of the assigned codes for special education, additional information for each assessment, including collection and returning assessment forms.

RATING SCALES

The Idaho Alternate Assessments are standardized rating scales and have been completed for the following subjects and grades:

| Subject | Grades | Description |
|---------------|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reading scale | 3-8 and 10 | Contains alternate knowledge and skill items from general education standards in reading, listening and viewing. |
| Writing scale | 3-8 and 10 | Covers alternate items from writing and speaking general education standards. |
| Math scale | 3-8 and 10 | Covers the categories of computation, reasoning, and problem solving measurement, concepts of algebra, geometry, statistics, and math models and functions. |
| Science scale | 5, 7 and 10 | Covers the categories of nature of science, physical science, biology, earth and space systems, personal and social perspectives, technology, healthy lifestyles, risk taking behaviors, communication skills for healthy relationships, consumer health, and mental and emotional wellness. |

REPORTING RESULTS

As required by IDEA 1997, the SDE will make available to the public, in the same detail and with the same frequency as it reports assessments of non-disabled students, the following:

1. The number of children with disabilities participating in the Idaho Alternate Assessments and the percentage of students at the pre-requisite proficiency level by state, district, and school if doing so would not result in the disclosure of identifiable information of an individual student.
2. The number of students with disabilities participating in the regular assessments and the performance results if doing so would not result in the disclosure of identifiable information of an individual student.
3. Aggregated and disaggregated data on the performance of students with disabilities in the regular assessment.

The Idaho Alternate Assessments rating scale scores result in determining a student's proficiency level in each applicable content area. The proficiency levels are aggregated with scale scores and the proficiency level of an individual student is reported to parents just as parents of students without disabilities receive a parent report. Special education teachers or assigned personnel are instructed to print the IAA individual student reports after the close of the testing window. These reports must be sent to parents during regularly scheduled conferences in the district or at the annual IEP review when alternate assessment eligibility is determined. The individual, school, district, and state IAA reports can be accessed at the same secured website of the IAA rating scales approximately one week after the close of the testing window.

IDAHO ALTERNATE ASSESSMENT ADMINISTRATION

The Idaho Alternate Assessment is administered in reading, math, language arts and/or science during the Spring ISAT testing window. The proficiency ratings from the Spring IAA are used by the SDE when reporting the results of the fall ISAT, the IRI, DMA, and DWA.

The IAA is an on-line assessment that can be accessed at the special education homepage

<http://www.sde.idaho.gov/specialed>. Because this is a secure site, school district personnel are given access to the web site only during the testing window. Access requires a login name and password that can be acquired from Liz Bermensolo Compton at 208-426-4315 or ebermen@boisestate.edu. Specific instructions for administration of the IAA can be found in the IAA manual found at the same website for the State Department of Education's Special Education homepage <http://www.sde.idaho.gov/specialed/>. An IAA demonstration site is usually set up by March 1 for the purpose of practicing and to begin the collection of student data and information that will be used to rate student performance on the rating scales. This demonstration site is removed when the testing window opens.

Students eligible to take the IAA are rated on the Alternate Knowledge and Skills in each of the content areas. School personnel are required to rate the students on all items on the assessment. They are also required to collect a variety of evidence to support the ratings only on items aligned to each student's goals on the IEP. This evidence must be maintained by the district in the student's file. Evidence may include student work samples, observation data, video clips, audio clips, interview data, etc. To ensure reliability and validity of the assessment, a second rater must administer the assessment to a random selection of the students.

Training for the administration of the IAA is available on the electronic learning community for the alternate assessment at www.idahotc.com. A direct link to the electronic learning community is also on the Special Education homepage with the Department of Education. Links to IAA training webinars that have been conducted are available at this site.

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APPENDICES

Idaho Statewide Testing Dates 2006-07 and 2007-08

Policy for LEP Students in District or Statewide Achievement Testing

Policy for Special Education District or Statewide Achievement Testing

Staff Preparation for Testing

Press Release Blueprint

Release of Test Scores

Non-Public School Materials Request Form

DWA/DMA Reader-Scorer Nomination Form

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Idaho State Department of Education
IDAHO STATEWIDE TESTING DATES

School Year 2006-07

Idaho Reading Indicator (Grades K-3)

IRI **September 2006, January 2007, and April 15 to May 15, 2007**

(OCTOBER 15: IRI FALL REPORTS DUE AT STATE DEPARTMENT)

(FEBRUARY 15: IRI WINTER REPORTS DUE AT STATE DEPARTMENT)

(JUNE 1: IRI SPRING REPORTS DUE AT STATE DEPARTMENT)

Idaho Standards Achievement Tests (Grades 2-10)

ISAT **Fall** **September 18 – October 27, 2006**

Spring **April 16 – May 11, 2007**

Direct Mathematics Assessment (Grades 4, 6, 8)

DMA **Tuesday, November 28, 2006**

Direct Writing Assessment (Grades 5, 7, 9)

DWA **Wednesday, November 29, 2006**

(First Week of March: DWA and DMA results available online for district test coordinators)

National Assessment of Educational Progress (Grades 4 and 8 – Reading, Math and Writing)

NAEP **January 29 – March 2, 2007**

School Year 2007-08 (Tentative Dates)

Idaho Reading Indicator (Grades K-3)

IRI **September 2007, January 2008, and April 15 to May 15, 2008**

Idaho Standards Achievement Tests (Grades 2-10)

ISAT **Fall** **September 17 – October 26, 2007**

Spring **April 14 – May 9, 2008**

Direct Mathematics Assessment (Grades 4, 6, 8)

DMA **Tuesday, November 27, 2007**

Direct Writing Assessment (Grades 5, 7, 9)

DWA **Wednesday, November 28, 2007**

National Assessment of Educational Progress

NAEP **January 28 - February 29, 2008**

IDAHO STATEWIDE TESTING PROGRAM

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POLICY FOR INCLUSION OF LEP POPULATIONS IN DISTRICT OR STATEWIDE ACHIEVEMENT TESTING

Students who are limited English proficient (LEP) are to be included in all district and statewide assessment programs. Accommodations must be provided where necessary. LEP students who meet the state developed alternate assessment eligibility guidelines, through Special Education services, may be exempted from part of all of the regular district or statewide testing and must participate in the alternate assessment. Participation rates and performance data, both aggregate and disaggregate, for all students are reported to the public annually.

The district LEP team will determine how the limited English proficient student will participate in regular assessments with accommodations, without accommodations or in the alternate assessment (IAA). The district LEP team determines what accommodations to use **based on those that are used regularly by the student during instruction and classroom testing**. LEP teams and district coordinators must be knowledgeable of the state and district assessments being administered to all students and ensure that the accommodations that have been noted by the testing publisher in the technical manual that yield valid and reliable results are used for instruction and classroom testing. This will result in full participation of all students in state and district wide assessments

The following guidelines will be used to determine how the student will participate in statewide and district wide assessments.

1. Regular Assessment without Accommodations

The district LEP team determines and documents in the LEP Educational Learning Plan (ELP) that a student can adequately demonstrate his or her knowledge, abilities, or skills on statewide and district assessments without accommodations.

2. Regular Assessment with Accommodations that do not Invalidate the Test Results

Accommodations for LEP students must be based on the individual needs of each student. These decisions will be made by the district LEP team and must be recorded on the ELP. All LEP students who are given accommodations must have a ELP on file. Accommodations should facilitate an accurate demonstration of what the student knows or can do. They should not provide the student with an unfair advantage or change the underlying skills that are being measured by the test. Accommodations must be the same or nearly the same as those used by the student in completing classroom assignments and assessment activities. The accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery. Accommodations *do not* invalidate test results. Anything beyond an accommodation is an *adaptation* and *adaptations do invalidate the test results*. If adaptations are used, the student is deemed not proficient and will not be counted towards participation. *Appropriate accommodations may be used with the ISAT, the DWA, DMA and IRI. Most accommodations are not to be used on the Idaho English Language Assessment (IELA), as it is a measure of the English language ability of an LEP student.* Appropriate accommodations for the

IELA are listed in that specific testing manual. Please contact the LEP Program Manager in the State Board of Education if you have any questions.

2. Alternate Assessment

The district LEP team in conjunction with the IEP Team must find that the student meets all of the criteria listed below to determine if the student is eligible to participate in the alternate assessment and not the regular district or statewide assessments. The LEP student must be eligible for special education and have a current IEP that is reviewed annually.

- a. The student's demonstrated cognitive ability and adaptive behavior prevents completion of the general academic curriculum even with program modifications;
- b. The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- c. The student is unable to acquire, maintain, or generalize skills (in multiple settings) and demonstrate performance of those skills without intensive frequent individualized instruction.

Students are **not** to be included in the alternate assessment for any of the following reasons:

- a. The only determining factor is that the student is in an LEP Program;
- b. The student is academically behind because of excessive absences or lack of instruction; or
- c. The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.

If the LEP and IEP teams determine that the student meets the criteria for participation in the alternate assessment and he/she is working on content standards within the general education curriculum, the student may participate in relevant portions of the regular assessments and participate in appropriate areas in the alternate assessment, as outlined in the student learning plan and IEP.

DISTRICT/STATEWIDE ASSESSMENT ACCOMMODATIONS GUIDELINES

Accommodations for district and statewide assessments shall be considered allowable, valid, and scoreable if they are used during instruction and/or classroom testing and are listed on the student's Educational Learning Plan (ELP).

Several Idaho assessments are now being given in paper-pencil and computer formats. Accommodations for these formats may differ. The following lists are state approved accommodations that will not invalidate the assessments.

PAPER-PENCIL AND COMPUTER ASSESSMENT ACCOMMODATIONS

Setting accommodations:

Flexible settings are most commonly used when a student (a) has difficulty focusing attention when in a group setting; (b) disturbs others in a group setting; (c) needs frequent breaks; or (d) needs flexible timing. Flexible settings may include:

- Preferential seating in the room;
- Use of a study carrel;
- Small group administration in a separate location (i.e. ESL classroom);
- Individual (supervised) administration in a separate location;
- Quiet location with minimal distractions;
- Provision of assistive technology.

Administration and presentation accommodations:

Flexible Presentation includes changes in how an assessment is given to a student. The administration of the test must be by a testing coordinator or trained ESL staff. The main types of presentation accommodations are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Specific types of flexible presentations include:

- Clarifying/explaining **test directions (not test item directions)**:
 - Clarifying/explaining **test directions (not test item directions)** in English
 - Clarifying/explaining **test directions (not test item directions)** in native language
 - Rereading the **test directions (not test item directions)**
 - Highlighting the key words or phrases in the **test directions (not test item directions)**
 - Simplifying the language to clarify or explain the **test directions (not test item directions)**, or paraphrasing
 - Provision for student restatement of **test directions (not test item directions)** in his or her own words
 - Providing oral/written **test directions (not test item directions)** in English
 - Providing oral/written **test directions (not test item directions)** in native language (providing translation of directions)
 - Providing audio-taped **test directions (not test item directions)** in English
 - Providing audio-taped **test directions (not test item directions)** in native language;
- **Test items** and **test item directions** read aloud in English on a test other than Reading;
- Using one complete sentence per line in reading passages;
- Prompting the student to stay focused on the test, move ahead, or read entire item;
- Student uses an English or bilingual **word-to-word** dictionary.

Scheduling accommodations:

LEP students may need accommodations in scheduling due to difficulty in reading and performing in the English language. Scheduling accommodations may include:

- Extra time to take the test or providing for frequent breaks;
- Small group administration;
- Multiple testing sessions;

- Altering the time of day the test is administered (e.g., morning, midday, afternoon);
- Administering the test in several sessions; administering the test over several days if permitted in the format of the assessment.

Response accommodations:

The main types of flexible responses are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Examples of flexible responses include:

- Student dictates response in English to a scribe for tests other than writing;
- Student dictates response in native language to a scribe for tests other than writing;
- Student uses an English or bilingual dictionary;
- Answers are marked directly in the test booklets.

Assistive Technology (AT) accommodations:

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. An AT device can range from something as simple as a pencil grip or paper tracking window to a complex computer system or augmentative communication device.

The use of AT as an accommodation should be determined by the IEP team and supported by the district LEP team, listed on the ELP, and used in the regular instructional program. Test administrators should be aware of possible malfunctions of AT devices during the administration of assessments that could significantly impact and invalidate the assessment results (e.g., dead batteries in a communication device, power outages). Test administrators must also ensure that proper materials are available (e.g., extension cords, tape recorder, special lighting) and that space is adequate for their use.

The following is a list of possible AT accommodations. The list is not exhaustive, and other accommodations may be appropriate for a particular student.

- Noise buffer;
- Templates to reduce visible print;
- Markers or masks to maintain place;
- Tape to secure papers to work area;
- White noise;
- Special lighting; or
- Use of a calculator on math reasoning sections (not to be used on sections measuring math computation skills).

ADAPTATIONS

Adaptations invalidate the test results. If adaptations are used, the student is deemed not proficient and will not be counted towards participation.

Examples of adaptations:

- Clarifying, translating, or re-reading **test items** and **test item directions**
- Reading a *Reading* test to a student
- Answering questions about **test items** any time during the test, even without giving the answers
- Defining words for the student
- Using dictionaries that provide definitions

- Translating the entire test into student's native language
- Allowing the student to complete the DWA or DMA in a language other than English

POLICY FOR INCLUSION OF SPECIAL POPULATIONS IN DISTRICT OR STATEWIDE ACHIEVEMENT TESTING

Students with disabilities are to be included in all district and statewide assessment programs. Accommodations must be provided where necessary. Students who meet the state-developed alternate assessment eligibility guidelines may be exempted from part or all of the regular district or statewide testing and must participate in the alternate assessment. Participation rates and performance data, both aggregate and disaggregate, for all students are reported to the public annually.

STUDENTS WITH DISABILITIES

The IEP team will determine how the student with disabilities will participate in regular assessments with accommodations, without accommodations or in the alternate assessment. The IEP team determines what accommodations to **use based on those that are used regularly by the student during instruction or classroom testing**. IEP teams and district coordinators must be knowledgeable of the state and district assessments being administered to all students and ensure that the accommodations that have been noted by the testing publisher in the technical manual that yield valid and reliable results are used for instruction and classroom testing. This will result in full participation of all students in state and district wide assessments

The following guidelines will be used to determine how the student will participate in statewide and district-wide assessments:

1. Regular Assessment without Accommodations.

The IEP team determines and documents in the IEP that a student with a disability can adequately demonstrate his or her knowledge, abilities, or skills on statewide and district assessments without accommodations.

2. Regular Assessment with Accommodations that do not invalidate the test results.

Accommodations for students with disabilities must be based on the individual needs of each student. These decisions will be made by the IEP team and must be recorded on the IEP. Accommodations should facilitate an accurate demonstration of what the student knows or can do. They should not provide the student with an unfair advantage or change the underlying skills that are being measured by the test. Accommodations must be the same or nearly the same as those used by the student in completing classroom assignments and assessment activities. The accommodations must be necessary for enabling the student to demonstrate knowledge, ability, skill, or mastery. Accommodations *do not* invalidate test results. Examples of accommodations are listed in the Accommodation Guidelines or in Appendix 4D of the Idaho Special Education Manual.

Students with disabilities who are eligible for a 504 accommodation-plan may also participate in the district or statewide assessment program if the accommodations are listed on the plan and are used for instruction and classroom testing.

3. Alternate Assessment

The IEP team must find that the student meets all of the criteria listed below to determine if the student is eligible to participate in the alternate assessment and not the regular district or statewide assessments:

- a. The student's demonstrated cognitive ability and adaptive behavior prevent completion of the general academic curriculum even with program modifications;
- b. The student's course of study is primarily functional-skill and living-skill oriented (typically not measured by state or district assessments); and
- c. The student is unable to acquire, maintain, or generalize skills (in multiple settings) and demonstrate performance of those skills without intensive frequent individualized instruction.

Students are not to be included in the alternate assessment for any of the following reasons:

- a. The only determining factor is that the student has an IEP;
- b. The student is academically behind because of excessive absences or lack of instruction; or
- c. The student is unable to complete the general academic curriculum because of socioeconomic or cultural differences.

If the IEP team determines that the student meets the criteria for participation in the alternate assessment and he/she is working on content standards within the general education curriculum, the student may participate in relevant portions of the regular assessments and participate in appropriate areas in the alternate assessment.

DISTRICT/STATEWIDE ASSESSMENT ACCOMMODATIONS GUIDELINES

Accommodations for district and statewide assessments shall be considered allowable, valid, and scorable if they are used during instruction and/or classroom testing and are listed on the student's IEP or 504-accommodation plan. Several Idaho assessments are now being given in paper-pencil or computer-adapted formats. Accommodations for these formats may differ. The following lists are state approved accommodations that will not invalidate the assessments. The list is not exhaustive and there may be other accommodations that are appropriate for a particular student. For special approval of other accommodations not listed or for clarification, e-mail the testing coordinator at the Idaho State Department of Education.

PAPER-PENCIL ACCOMMODATIONS

1. Flexible Scheduling

Flexible scheduling may include:

- Altering the time of day the test is administered (e.g., morning, midday, afternoon, after ingestion of medication);
- Administering the test in several sessions; administering the test over several days; or
- Administering the subtests in a different order (e.g., longer subtest first, shorter subtest later, math first, English later).

2. Flexible Setting

Flexible settings are most commonly used when a student (a) has difficulty focusing attention when in a group setting; (b) disturbs others in a group setting; (c) needs frequent breaks; or (d) needs flexible timing. Flexible settings may include:

- Preferential seating in the room;
- Use of a study carrel;
- Small group administration in a separate setting;
- Individual administration in a separate location;
- Quiet location with minimal distractions; or
- Provision of assistive technology.

3. Flexible Presentation

Flexible presentation includes changes in how an assessment is given to a student. The main types of presentation accommodations are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Specific types of flexible presentations include:

- Using an interpreter to sign directions or questions;
- Using a reader to read directions;
- Reading the test to the student (not to be used on sections measuring

- reading ability);
- Rereading the test directions (not test item directions);
- Answering questions about the test directions and the items;
- Increasing the spaces between the items;
- Reducing the number of items per page or line;
- Increasing the size of the answer bubbles;
- Highlighting the key words or phrases in directions;
- Answering questions about items any time during the test without giving answers;
- Explaining the directions to the student any time during the test;
- Using one complete sentence per line in reading passages;
- Locating the answer bubbles directly along side of the choices in multiple-choice exams;
- Using cues on the answer form (e.g., arrows, stop signs);
- Writing helpful verbs in the directions on the board or on a separate piece of paper;
- Simplifying the language to clarify or explain the directions;
- Providing extra examples; or
- Prompting the student to stay focused on the test, move ahead, or read entire item.

4. Flexible Responses

The primary reason for providing flexible response accommodations is to meet needs related to physical and sensory disabilities that limit the student's ability to respond. However, processing difficulties that limit the ability to get a response may also be a reason for requesting accommodations; such accommodations may include, for example, using a calculator when the target skill is math problem solving (not calculation) or using a spell checker when the target skill is written composition (excluding mechanics).

The main types of flexible responses are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Examples of flexible responses include:

- Use of a scribe;
- Marking in the test booklet rather than on an answer sheet with bubbles;
- Increased spaces on answer sheet;
- Wider lines or margins;
- Responses given by student in sign language;
- Student points to response; or
- Student uses an English dictionary glossary.

5. Timing Accommodations

Timing accommodations are appropriate in the following circumstances:

- a. Some accommodations create fatigue, such as the use of magnification equipment, tape recorders, and earphones. The use of these accommodations may require additional breaks, but not more total working time.

- b. Additional breaks may be needed because of very short attention spans, but not additional total time.

6. Assistive Technology (AT)

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. An AT device can range from something as simple as a pencil grip or paper tracking window to a complex computer system or augmentative communication device.

The use of AT as an accommodation should be determined by the IEP team, listed on the IEP, and used in the regular instructional program.

Test administrators should be aware of possible malfunctions of AT devices during the administration of assessments that could significantly impact and invalidate the assessment results (e.g., dead batteries in a hearing aid or communication device, power outages). Test administrators must also ensure that proper materials are available (e.g., extension cords, tape recorder, special lighting) and that space is adequate for their use.

The following is a list of possible AT accommodations. The list is not exhaustive, and other accommodations may be appropriate for a particular student.

- Study carrel;
- Adaptive or special furniture;
- Magnification or amplification devices;
- Audio taped administration (notify SDE in advance for DMA/DWA);
- Computer reads directions and/or items;
- Noise buffer;
- Templates to reduce visible print;
- Markers or masks to maintain place;
- Dark or raised lines;
- Pencil grips or large diameter pencil;
- Magnets or tape to secure papers to work area;
- White noise;
- Slant board or wedge;
- Communication device;
- Braille;
- Word processor or typewriter (spell checker not allowed if spelling is being tested);
- Special lighting;
- Special acoustics;
- Large print or Braille version; and
- Use of a calculator or abacus on math reasoning sections (not to be used on sections measuring math computation skills).

COMPUTER ACCOMMODATIONS

Like the paper-pencil assessments, accommodations required for the student to participate in computer assessments must be addressed. The accommodations must be written on the IEP or 504-accommodation plan and should be used in classroom instruction and testing. Students who have not had access to computer-based instruction and/or assessment should be given opportunities prior to the statewide assessments to use tutorials or take practice tests.

1. Flexible Scheduling

Flexible scheduling may include:

- Altering the time of day the test is administered (e.g., morning, midday, afternoon, after ingestion of medication);
- Administering the test in several sessions;
- Administering the test over several days;
- Extending the test time; or
- Providing for frequent breaks.

2. Flexible Setting

Flexible settings are most commonly used when a student (a) has difficulty focusing attention when in a group setting; (b) disturbs others in a group setting; (c) needs frequent breaks; or (d) needs flexible timing. Flexible settings may include:

- Preferential seating in the room;
- Administration in a separate but familiar setting;
- Administration in a separate location;
- Quiet location with minimal distractions; or
- Provision of assistive technology.

3. Flexible Presentation

Flexible presentation includes changes in how an assessment is given to a student. The main types of presentation accommodations are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Specific types of flexible presentations include:

- Using an interpreter to sign directions or questions;
- Using a reader to read directions;
- Reading the test to the student (not to be used on sections measuring reading ability);
- Rereading the general directions;
- Answering questions about the directions and the items;
- Highlighting the key words or phrases in directions;
- Answering questions about test items any time during the test without giving answers;

- Explaining the directions to the student any time during the test;
- Writing helpful verbs in the directions on the board or on a separate piece of paper;
- Providing assistive technology;
- Prompting the student to stay focused on the test, move ahead, or read entire item.

4. Flexible Responses

The primary reason for providing flexible response accommodations is to meet needs related to physical and sensory disabilities that limit the student's ability to respond. However, processing difficulties that limit the ability to get a response may also be a reason for requesting accommodations; such accommodations may include, for example, using a calculator when the target skill is math problem solving (not calculation) or using a spell checker when the target skill is written composition (excluding mechanics).

The main types of flexible responses are (a) format alterations; (b) procedure changes; and (c) use of assistive devices. Examples of flexible responses include:

- Student dictates responses to a scribe;
- Student signs responses to a scribe; and
- Student points to response.

5. Assistive Technology (AT)

An assistive technology device is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a student with a disability. An AT device can range from something as simple as a pencil grip or paper tracking window to a complex computer system or augmentative communication device.

The use of AT as an accommodation should be determined by the IEP team, listed on the IEP, and used in the regular instructional program.

Test administrators should be aware of possible malfunctions of AT devices during the administration of assessments that could significantly impact and invalidate the assessment results (e.g., dead batteries in a hearing aid or communication device, power outages). Test administrators must also ensure that proper materials are available (e.g., extension cords, tape recorder, special lighting) and that space is adequate for their use.

The following is a list of possible AT accommodations. The list is not exhaustive, and other accommodations may be appropriate for a particular student.

- Adaptive or special furniture;

- Magnification or amplification devices;
- Audio taped administration;
- Computer reads directions and/or items;
- Noise buffer;
- Templates to reduce visible print;
- Markers or masks to maintain place;
- Magnets or tape to secure papers to work area;
- Head wand;
- White noise;
- Slant board or wedge;
- Communication device;
- Special lighting;
- Special acoustics;
- Use of a calculator or abacus on math reasoning sections (not to be used on sections measuring math computation skills).

REFERENCES:

Idaho State Achievement Standards, IDAPA 08, Title 02, Chapter 03, 08.02.03 – Rules Governing Thoroughness.

McDonald, L.M., McLaughlin, M.J., Morison, P. Eds. (1997). *Educating one & all: Students with disabilities and standards-based reform*. Washington, D.C.: National Academy Press.

Office for Civil Rights. (2000). *The use of tests as part of high-stakes decision-making for students: A resource guide for educators and policy-makers*. 65 Federal Register 41643, July 6, 2000. Available at www.ed.gov/offices/OCR/testing.

Thompson, S.J., Thurlow, M.L., Quenemoen, R.F., Lehr, C.A. (2002). *Access to Computer-Based Testing for Students with Disabilities*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

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STAFF PREPARATION FOR TESTING

Even when you have prepared students to be better test takers and are working to involve parents in their child's education, your task is still not complete! You, too, need to prepare yourself to give tests. The following is a list of things for staff to "be prepared."

Prepare yourself

Review the test administration manual and attend the building staff testing in-service.

Become familiar with the directions for students.

Make sure there are sufficient test materials, scratch paper and pencils.

Know which students are to be tested and any special coding requirements.

Decide what to do with students who: come late; finish the test early; or cause a disruption.

Know the dates of testing and provisions for make-up testing (if any).

Think positive about the testing experience.

Know what to do with test materials and answer sheets after the testing is complete.

Seat students so they are not able to easily see the answers of others.

Make sure students will be able to clearly hear your directions.

Decide if you need proctors to assist during the test administration.

Test in a room that has good lighting, adequate ventilation and is free of noise and interruptions.

Arrange for testing rooms well before the test is to be given. Students' regular classrooms should be the first choice.

Test in classroom-size groups, whenever possible.

Set the time.

Avoid testing on Monday morning and Friday afternoon whenever possible.

Consider test fatigue and try not to schedule any one test session for longer than ninety minutes.

Have students go to the lavatory before testing starts.

Ask the office to hold speaker announcements, fire drills, or other interruptions.

PRESS RELEASE BLUEPRINT

[LETTERHEAD]

FOR EMBARGOED RELEASE:
[TIME] A.M., [DATE], 2002, MT

FOR INFORMATION CONTACT:

[CONTACT NAME]
[CONTACT PHONE NUMBER]

[HEADLINE]

Section One: Main Message

Dateline: State where release is issued
 City, State

Sentence One: Message One
 Main finding for your location and group
 How your results fit within the state/national results

Sentence Two: Quote from spokesperson

Sentence Three: About Assessment

Section Two: Supporting Messages

Sentences: Message Two and Three
 More in-depth data
 District data/minority/curriculum data
 Additional quotes, if needed

Section Three: Background Information

 About assessment
 About group reporting assessment

End of copy: # # # or –30–

 Denotes the end of release, usually centered after last paragraph

RELEASE OF TEST SCORES

Test scores are one measure of accountability. Schools and districts use this information to help the public understand what students know and are capable of through curriculum and instruction. Districts utilize local school board meetings, staff meetings, and parent-teacher conferences to announce the results of testing. At times the school community becomes so involved in the business of school that not all avenues of communication are utilized and portions of the public may be left out of the information loop. It is important to announce test results to the media--daily and weekly newspapers, television, radio and other information avenues such as the worldwide web and the Internet.

Specific ways to release information

Plan a background session for the press to go over results, clarify terms, and answer questions ahead of the board meeting in which test results will be discussed. Use the session to explain terms, tell the value of testing, etc., and save specific information for the board meeting. This is also a great way to develop positive relations with reporters. It may be done the day before the board meets but request that the information be held (embargoed) until after the board meeting. A special session for school and district administrators to review results and discuss handling questions may also be helpful. Consider visual ways to convey the test results in a positive manner.

Consider your audience. Do they understand statistics? Would it help to define terms such as "norm referenced", "percentile rank", "holistic scoring", or "RIT score"?

Keep it simple. Sometimes it helps to have background information in the form of a handout. This should explain the purpose of the tests, what they tell about the school, and how the information will be used. It helps to stress that testing is only one measure of telling how a student is doing, and it only identifies how a student has done on a specific test on a specific day and that test scores are used in conjunction with other measures to judge progress.

Interpret the message. Focus on student achievement, instructional effectiveness and program resources to help make it meaningful to those who receive the results.

Explain the importance. Why will the audience care? Consider the over-all significance of the test scores as well as specifics that may account for unusually high or low scores, the difference from the previous years score or changes in curriculum and instruction that may have had some effect in student learning. Pupil mobility, absentee rates, dropout rates, concentrations of disadvantages children, or innovative programs may also have a bearing on results.

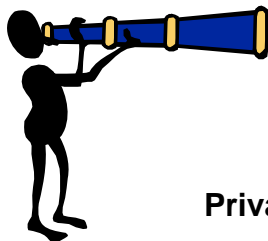
Be honest and factual. Tell it like it is. If results are not as good as they were expected to be, there is a reason. Explain steps the district will take to remedy the situation. If the results are better than expected, give credit where credit is due--the teaching staff, hard-working students, supportive parents, and/or a concerned community.

Summarize results and what they mean. Try not to use educational terminology that may be confusing to everyone.

Explain what will be done with the results. Point out how the information can be helpful to teachers as they meet the needs of students, or improve curriculum and instruction. Point out how the results may be helpful to board members as they budget dollars for programs and instructional materials. *Remember, what gets done and reported, gets done well.*

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Idaho Direct Math and Writing Assessment Program
NON-PUBLIC SCHOOLS MATERIALS REQUEST FORM-DMA/DWA
2006-2007



Private School District Number (required) _____

Private School Name _____

| DIRECT MATH DMA NOVEMBER 28, 2006 | NUMBER OF STUDENTS | | DIRECT WRITING DWA NOVEMBER 29, 2006 | NUMBER OF STUDENTS |
|--------------------------------------------------|-------------------------------|--|-----------------------------------------------------|-------------------------------|
| Fourth Grade | | | Fifth Grade | |
| Sixth Grade | | | Seventh Grade | |
| Eighth Grade | | | Ninth Grade | |

Materials will be shipped early in November. Please keep material in a locked, secured area until the day before the assessment.

No one is to preview the test material.

Non-public schools will be billed \$3.00 per student per assessment by the State Department of Education for materials and scoring services.

ALL INFORMATION BELOW MUST BE COMPLETED:

PLEASE PRINT LEGIBLY

School Test Coordinator _____

Phone _____ Fax _____

Email _____

Physical Address (NOT a PO Box): _____

City _____ ID Zip _____

E-Mail or Fax to Bea Allen:

bgallen@sde.idaho.gov

208.332.6965

NO LATER THAN September 21, 2006

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READER-SCORER NOMINATION FORM
School year 2006-07

DIRECT MATHEMATICS ASSESSMENT SCORER NOMINATION (DMA)

ALL INFORMATION MUST BE COMPLETED TO BE ELIGIBLE - USE N/A IF NOT APPLICABLE

Name of Teacher Nominee _____

Current Teaching Assignment _____ Grade Level _____

Name of School _____ DISTRICT NUMBER _____

School Address _____ City _____ Zip _____

School Phone 208 _____ Fax 208 _____ Email _____

The above-named teacher is being nominated to participate as a reader for the DWA or a scorer for the DMA according to the check marks made below. Selections will be made from nominations received with first choice being given to grade level teachers.

☐ **New Scorer**

☐ **Returning Scorer (2000-06)**

☐ **4th Grade Session** *January 29-31, 2007*

☐ **6th Grade Session** *January 30-February 1, 2007*

☐ **8th Grade Session** *January 31-February 2, 2007*

☐ **Table Leader** Only participants in the 2006 scoring process are eligible. This requires two extra days of training in December.

In submitting this form, the district indicates support of the above-named teacher to participate in the assessment scoring process. **All signatures required.**

Superintendent Signature

Principal Signature

Teacher Signature

Please return this form by September 21, 2006 to:

Sally Tiel, Director
Curriculum, Instruction and Assessment
State Department of Education
P.O. Box 83720
Boise, ID 83720-0027

OR FAX TO: 208-332-6965

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READER-SCORER NOMINATION FORM
School year 2006-07

DIRECT WRITING ASSESSMENT READER NOMINATION (DWA)

ALL INFORMATION MUST BE COMPLETED TO BE ELIGIBLE - USE N/A IF NOT APPLICABLE

Name of Teacher Nominee _____

Current Teaching Assignment _____ Grade Level _____

Name of School _____ DISTRICT NUMBER _____

School Address _____ City _____ Zip _____

School Phone 208 _____ Fax 208 _____ Email _____

The above-named teacher is being nominated to participate as a reader for the DWA or a scorer for the DMA according to the check marks made below. Selections will be made from nominations received with first choice being given to grade level teachers.

☐ **New Scorer**

☐ **Returning Scorer (2000-06)**

☐ **5th Grade Session** *January 22-24, 2007*

☐ **7th Grade Session** *January 23-25, 2007*

☐ **9th Grade Session** *January 24-26, 2007*

☐ **Table Leader** Only participants in the 2006 scoring process are eligible. This requires two extra days of training in December.

In submitting this form, the district indicates support of the above-named teacher to participate in the assessment scoring process. **All signatures required.**

Superintendent Signature

Principal Signature

Teacher Signature

Please return this form by September 21, 2006 to:

Sally Tiel, Director
Curriculum, Instruction and Assessment
State Department of Education
P.O. Box 83720
Boise, ID 83720-0027

OR FAX TO: 208-332-6965

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Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or handicap in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; and Section 504 or the Rehabilitation act of 1973.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to:

Dr. Marilyn Howard
State Superintendent of Public Instruction
PO Box 83720
650 West State Street
Boise, Idaho 83720-0027
(208) 332-6800

or:

Director, Office of Civil Rights
Department of Education
Washington, D.C.